

**Medical Family Therapy Program**  
**Foundational Curriculum Areas Aligning with Student Learning Outcomes**

**In accordance with Version 12 standards with COAMFTE, the MA and PhD program coursework will further align student learning outcomes with foundational curriculum areas (FCA's). The FCA's are ways to help students meet specific benchmarks and competencies of learning in their respective programs. The following are the FCA that line up with student learning outcomes.**

*FCA 1: Foundations of Relational/Systemic Practice, Theories & Models*

This area facilitates students developing competencies in the foundations and critical epistemological issues of **MFTs**. It includes the historical development of the relational/systemic perspective and contemporary conceptual foundations of **MFTs**, and early and contemporary models of MFT, including evidence-based practice and the biopsychosocial perspective.

**(Aligns with SLO's I.A.1, I.B.1, II.B.1)**

*FCA 2: Clinical Treatment with Individuals, Couples and Families*

This area facilitates students developing competencies in treatment approaches specifically designed for use with a wide range of diverse individuals, couples, and families, including sex therapy, same-sex couples, working with young children, adolescents and elderly, interfaith couples, and includes a focus on evidence-based practice. Programs must include content on crisis intervention.

**(Aligns with SLO's I.A.1, I.B.1, II.B.1, II.B.2, II.B.3, III.A.1)**

*FCA 3: Diverse, Multicultural and/or Underserved Communities*

This area facilitates students developing competencies in understanding and applying knowledge of diversity, power, privilege and oppression as these relate to race, age, gender, ethnicity, sexual orientation, gender identity, socioeconomic status, disability, health status, religious, spiritual and/or beliefs, nation of origin or other relevant social categories throughout the curriculum. It includes practice with **diverse, international, multicultural, marginalized, and/or underserved communities**, including developing competencies in working with sexual and gender minorities and their families as well as **anti-racist practices**.

**(Aligns with SLO's I.A.1, I.B.1, III.A.1, IV.A.1)**

*FCA 4: Research & Evaluation*

This area facilitates students developing competencies in MFT research and evaluation methods, and in evidence-based practice, including becoming an informed consumer of couple, marriage, and family therapy research. If the program's mission, goals, and outcomes include preparing students for doctoral degree programs, the program must include an increased emphasis on research.

**(Aligns with SLO's I.A.1, II.A.1, II.B.1)**

*FCA 5: Professional Identity, Law, Ethics & Social Responsibility*

This area addresses the development of a MFT Identity and socialization, and facilitates students developing competencies in ethics in MFT practice, including understanding and applying the AAMFT Code of Ethics and understanding legal responsibilities.

**(Aligns with SLO's IV.A.1 and V.A.1)**

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**FCA 6: Biopsychosocial Health & Development Across the Life Span**

This area addresses individual and family development, human sexuality, and biopsychosocial health across the lifespan.

**(Aligns with SLO's I.A.1, I.B.1, I.B.2, III.A.1)**

*FCA 7: Systemic/Relational Assessment & Mental Health Diagnosis and Treatment*

This area facilitates students developing competencies in traditional psycho-diagnostic categories, psychopharmacology, the assessment, diagnosis, and treatment of major mental health issues as well as a wide variety of common presenting problems including addiction, suicide, trauma, abuse, intra-familial violence, and therapy for individuals, couples, and families managing acute chronic medical conditions, utilizing a relational/systemic philosophy.

**(Aligns with I.B.1, I.B.2)**

The following areas must be covered in the curriculum in some way, though there are no minimum credit requirements.

*FCA 8: Contemporary Issues*

This area facilitates students developing competencies in emerging and evolving contemporary challenges, problems, and/or recent developments at the interface of Couple or Marriage and Family Therapy knowledge and practice, and the broader local, regional, and global context. This includes such issues as immigration, technology, same-sex marriage, violence in schools, etc. These issues are to reflect the context of the program and the program's mission, goals, and outcomes. Programs are encouraged to innovate in this Foundational Curricular Area.

**(Aligns with SLO's I.A.1, I.B.1, I.B.2, II.B.1, II.B.2, II.B.3)**

*FCA 9: Community Intersections & Collaboration*

This area facilitates students developing competencies in practice within defined contexts (e.g., healthcare settings, schools, military settings, private practice) and/or nontraditional MFT professional practice using therapeutic competencies congruent with the program's mission, goals, and outcomes (e.g., community advocacy, psycho-educational groups). It also addresses developing competency in **multidisciplinary collaboration**.

**(Aligns with SLO's I.A.1, I.B.1, I.B.2, III.A.1, IV.A.1, III.A.1)**